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ABSTRACT

This document is a handbook designed to clarify the goals and procedures of the secondary education program at Southwest Minnesota State College. The program is described as competency based, field centered, personalized, and systematically designed. It is stated that secondary education has caused special problems in that the competencies must be defined for all content disciplines. The instructional model for the Division of Education is illustrated and described. This model for instructional management can be used to provide a plan for organizing the curriculum for the teacher education program, for teaching these competencies, and for teaching once the teacher is employed in the public school. The model contains the following steps: (a) specify educational outcomes desired; (b) initially determine the condition of the learner; (c) select materials, activities, and reinforcements for the learner; (d) organize and manage learning environments; and (e) evaluate progress and assess the new condition of the learner. Several alternative plans for achieving teacher competencies are identified: ComPacs (competency packages), seminars, independent study, group projects, and measurable field tasks. The specific components and design of the secondary school education program are described in some detail. (JA)

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EMPORIA KANSAS STATE COLLEGE
TEACHER CORPS
RESOURCE CENTER
ITEM NO. 652
FOR INSPECTION ONLY

SECONDARY EDUCATION
HANDBOOK FOR STUDENTS
1971-72

This handbook is designed to clarify the goals and procedures of the secondary education program at Southwest Minnesota State College. Students should use this guide in planning their educational program which will lead to certification as a teacher.

The Southwest secondary program has been a developmental program that has changed somewhat each quarter. This paper identifies some procedures which have proven to be effective and will be used by students and advisors as guides for preparation in secondary education.

How the Competency-Based Teacher Education Program Developed

The Southwest Minnesota State College Teacher Education Program is an innovative plan for the preparation of teachers. In developing this program the Education staff asked the questions, "What does a secondary teacher need to know and be able to do?" to teachers and administrators in public schools, to trainers of teachers, to State Department of Education personnel, and to researchers in education.

High schools have changed, new organizational plans such as non-graded, continuous progress schools, Team teaching, modular scheduling, and the humanized secondary school are only a few of the designs which have helped educators find more satisfying methods of helping others. Essentially all are being implemented. Technological advances have been made, Video taping, programmed instruction, learning labs, and multi-media instructional materials are now part of the school program. The teacher of the 70's and 80's will be affected by these changes.

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Probably the key idea that emerged from this search was the concept of a competency-based teacher education program. It appeared obvious during the searching for "What does a secondary teacher need to know and be able to do?" that if the aim of teaching is learning, then there should be evidence that teachers can bring about appropriate learning, then there should be evidence that teachers can bring about appropriate learning in pupils before they assume responsibility for it in the classroom. Teachers are helpers and guides in these senses.

In developing a competency-based teacher education program, four tasks were identified. One, the pupil outcomes that are desired (the goals of education) must be identified. Two, the condition which brings about the desired pupil outcomes (the instruction program within the schools), must be identified. Three, the competencies needed by the teachers to bring about the desired pupil outcomes (the goals of teacher education) must be identified. And finally, the conditions that bring about these competencies (the teacher education program) must be identified. In developing this program the Southwest Minnesota State College Education Division staff found that teacher education must be competency-based, field-centered, personalized, and systematically designed. These were new concepts. The idea that teacher certification be based upon tested teaching competencies rather than courses was revolutinary. The idea that these competencies must be tested within the public schools made the program field-centered and at the same time recognized the partnership between public schools and colleges for training pre-service teachers. It became obvious to the staff in planning this program that it must be personalized; as a matter-of-fact the teacher education program began to model what the individualized school program would look like. The design of teacher education was also an important concept. This design had to show purpose, be adaptive, and use the results of research. With these concepts in mind the Southwest Teacher Education Program was organized.

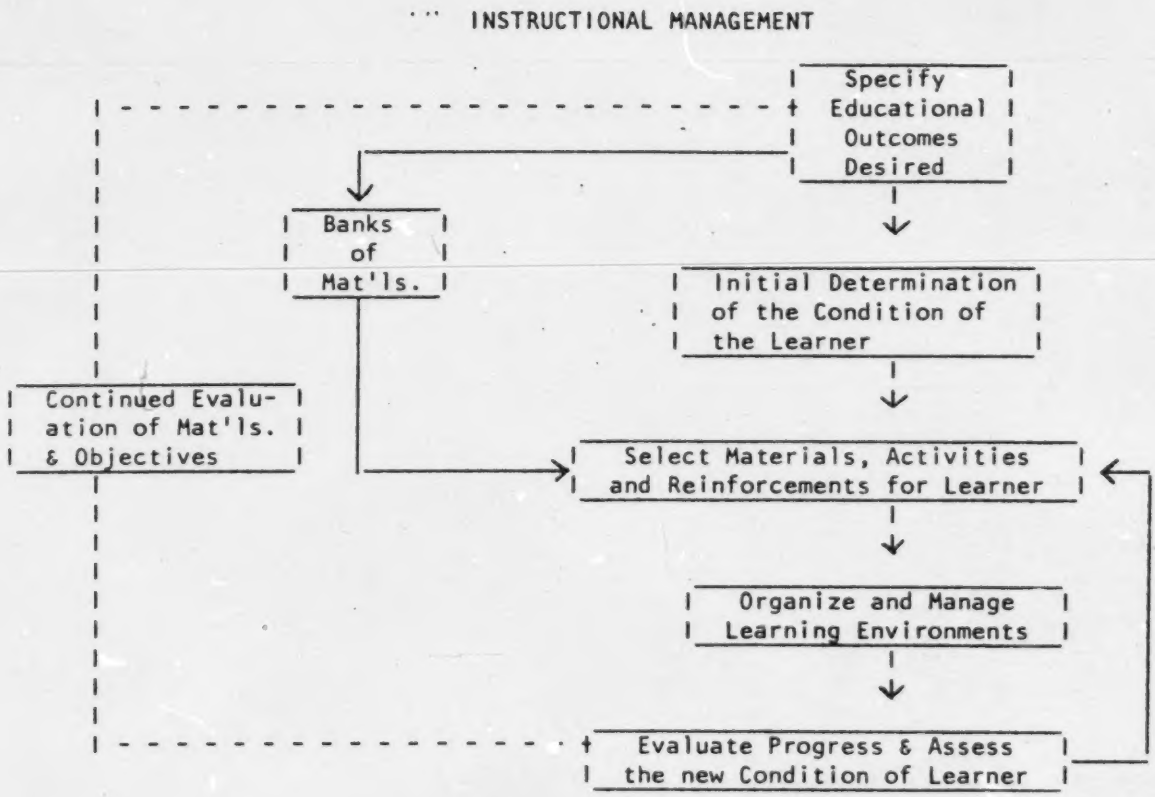
In comparison to the elementary program, secondary education has caused special problems in the development of a competency-based teacher education program. The question "What does a teacher need to know and be able to do?" must be asked in all content disciplines. What does a mathematics teacher need to know and b able to do? Or an art teacher? Or any other disciplines? This year, the Division of Education staff will focus on this question. During your training program you will see many of the competencies identified. You will be given the opportunity to demonstrate them.

The Instructional Model

Preparation of teachers in a competency-based program required a systematic plan. The Division of Education has used the model shown on the next page.

The model for instructional management provided a plan for organizing the curriculum for the teacher education program, for teaching these competencies, and for the teacher to use once he is employed in the public school. (See Figure 1, page 4).

Used for organizing the curriculum for teacher education, the model helped identify what a teacher needed to be able to do. The teacher needed (1) competencies in specifying educational objectives which reflect issues to relevant to education and to living in our modern day democracy, (2) competencies in determining conditions of the learner in relation to the specified objectives, (3) competencies in selecting, preparing, and using appropriate materials, activities, and reinforcements for the learner, (4) competencies in organizing and managing the variety of learning environments which promote personalized instruction, and (5) competencies in evaluation procedures to determine if mastery of the educational objectives has been achieved.


INSTRUCTIONAL MANAGEMENT
Specify Educational Outcomes Desired
Banks of Mat'ls.
Initial Determination of the Condition of the Learner
Continued Evaluation of Mat'ls. & Objectives
Select Materials, Activities and Reinforcements for Learner
Organize and Manage Learning Environments
Evaluate Progress & Assess the new Condition of Learner

Human relations skills are an important competency that secondary school teachers must possess. Step one of the model-specifying educational outcomes-is a step in the humanized secondary school that is often achieved jointly by the teacher and the student. The competency to serve in an advisor-advisee relationship is a special skill in which the secondary teacher must be proficient. In reality the competent secondary teacher must be able to use all parts of the instructional model and also demonstrate skill in human relations activities.

Alternate Plans for Achieving Teaching Competencies

Movement has been made to provide alternate ways for pre-service teachers to demonstrate competencies. The following choices are now available: (1) ComPacs, (2) seminars, (3) independent study, (4) group projects, (5) measurable field tasks. Each of these activities is designed to achieve specific competencies. All activities are designed so that once the pre-service teacher demonstrates competencies in a specific task these data are added to his student record. Data from the student record are used to make teaching credentials.

A brief description of the alternate ways to demonstrate competencies follow:

ComPacs Currently, the Teacher Education curriculum is organized into competency packages (ComPacs) which are classified according to the five steps of the model (e.g., those ComPacs on Specifying Objectives are classified 1.0) for a future computer-manager system. ComPacs are modeled after the UNIPAC which was developed by /I/D/E/A/ of the Kettering Foundation. The individualized competency packages contain the five steps of the model, and in reality are a prototype of the model in action. Students select ComPacs and work on them at their own speed in a diagnostic-prescriptive program.

The ComPacs are written in behavioral objectives that are sequenced from knowledge to application. Almost all ComPac sequences end with the pre-service

teacher applying his new knowledge with students in the public school as a part of the field experience activities.

Seminars A list of seminars is made available to pre-service teachers each week. These seminars provide opportunities for students to work directly with staff to develop new competencies, to clarify concepts, and to obtain new experiences.

Independent Study These projects are normally initiated by the student or his advisor. They may be research, curriculum packages, teaching unit, media presentations, collected readings, etc. They may be designed to achieve the same competency that is available in a ComPac or to develop a special competency that is not available.

Group Projects These are similar to Independent Study but are completed by a group of students who have like interests. UNIPACS, IGE curriculum plans, media projects, curriculum materials studies, etc. are typical of group projects. These projects should be discussed by each pre-service teacher in a group with his advisors before the project is begun.

Measurable Field Tasks This task is both a student choice and a requirement. Students may initiate tasks which require work with pupils in a Teaching Center. Advisors will require measurable field tasks to determine if a student is competent in a specific skill which has been identified as a pre-requisite to student teaching. For example in language arts one of the measurable tasks is for the pre-service teacher to diagnose the reading skills of a junior high student who is having difficulty in reading, prescribe a program for him, and successfully teach him the needed skills. One can see that a student would need to do many ComPacs, attend seminars, or do independent or group work before attempting this field task.

Other types of field experiences - visits to exemplary schools or special programs, work with specialists foreign travel, work in other college programs, internships, etc. - may be negotiated with the advisor and the Center for Applied Instruction.

The Teacher Education Prepares Teachers for the Humanized Secondary School

In deciding which competencies a teacher needs, the staff had to predict the kind of school we will have or should have in the future.

The ComPacs, the field tasks, etc. are designed to provide a pre-service or in-service teacher the required competencies to teach in the Individually Guided Instructional (IGE) program of a humanized secondary school. This school organization pattern accepts the concepts of nongrading, team teaching, multi-age grouping, teacher-counselor, differentiated staffing, and individualized instruction. The model is adaptable to the needs of students and those of the community where it is located. It appeared to the Southwest staff that this organization provided an appropriate model for training elementary teachers for the 70's and 80's. Southwest faculty teach in the same manner as the faculty of a humanized secondary school. In this way pre-service secondary teachers not only study so that they can assume a role in individually guided education, they also become a student in such a system.

How the Secondary Program Works

A student is accepted into the secondary education program after he has completed two years of liberal arts education and has demonstrated competence in his initial work in his major field. One can perhaps better understand the Southwest Teacher Education program by following a pre-service secondary teacher through this program.

Block I is the orientation to education and to an individualized program. Research has shown that it is necessary for pre-service secondary teachers to focus on themselves first before they can reach out and care about others; hence much time in Block I is spent in human relations activities. Laboratory time

is spent in the school to help students solidify the choice of teaching as a career and to see themselves in a school setting so they can determine the knowledge, skills, and competencies they need to be teachers. Time is also spent in Block I to help students to become effective independent learners. Individually guided education is a new experience for many students. Students are given help, direction, and encouragement to succeed in such a program. This block is a mixed group made up of secondary majors from many disciplines.

The advisory group is one of the most effective and innovative aspects of the Teacher Education program. Secondary students have joint advisors: one in their major field and one in the Division of Education. Once enrolled in Block 2 the secondary student is assigned an education advisor, (not necessarily his Block I small group leader). This advisor works with this student throughout his preparation for teaching. This organization gives the major field advisor, the education advisor, and the student an opportunity to know each other well. The advisory group is made up of students with like majors (physical education, science, etc.).

All students enrolled in Blocks 2, 3, or Secondary Independent Study attend a common one hour large group session once each week. This plan models multi-age grouping. Some students have completed just one block. Others have completed student teaching. All students attend advisory groups once each week. It is here that personalized contracts to achieve teacher competencies are developed. Final contracts which provide a plan to give students credits for a Block are written in conference with the advisors and advisee. Students may choose to do ComPacs, attend seminars, work directly in the schools, micro-teach, or do independent research to achieve teaching competencies.

Becoming a competent teacher is a process which cannot simply be correlated with completing blocks. Opportunities are available for a student to have continuous

contact with his education advisor during his junior and senior years. An additional block, ED 4858, is available after a student has completed blocks 2 and 3. A student may select to take this block. Either advisor may prescribe this block. Independent study and assistantships may be used to provide more time for demonstrating competencies. The basic concept is that time is not a predictable factor in a competency-based program.

Block 3 or ED 4858 is used as a prescriptive block. In this block the student will be given an extensive field experience prescription. This prescription is designed both to provide the student experience as a teacher and to give opportunity to demonstrate field tasks. During the quarter the student and advisors plan the prescriptive block the student's schedule should be organized so that much time can be focused on education. To do this a student may take (1) fewer quarter hours, (2) a block plus 2-4 hours independent study in education, or (3) two education blocks.

Successful field experiences lead to a student teaching assignment.

Providing Direct Experiences Working With Secondary Students

Five Teaching Centers have been organized so that Southwest pre-service teachers can work with public school students. These Centers are Canby, Granite Falls, Marshall, Montevideo, and Pipestone. Each Center is coordinated by the teaching center coordinator who is jointly employed by the College and the Center school district. Most secondary field experiences will be achieved in these Centers. The following field experiences are available.

Orienting Experiences Every student during Block I will spend 3-5 half days in one or more of the Center schools to observe and get a feel for the teacher's role in a modern school. The purpose of this is to help solidify the choice of teaching as a career and to focus attention on teachers' and pupils' behavior so prospective teachers can better decide what knowledge and skills they must attain.

Prescriptive Block In Block subsequent to Block 1, a student upon recommendation of his Education Advisor and major field advisor will be placed in a Center school for a minimum of 3 half days a week for an entire quarter. This experience should include demonstration of field task competencies such as tutoring, planning and directing a unit, etc. The request for this experience must be made during the quarter preceding the actual placement.

Student Teaching Each student, sometime after the satisfactory completing of the prescriptive block, will be assigned to a Center school for a full quarter of student teaching. Applications should be filled out during the spring quarter preceding the academic year the candidate wishes to student teach. A seminar accompanies the student teaching experience and together they comprise a full quarter of academic work.

Other Field Experiences A student may request (with advisor's recommendation) to be placed in a Center school for a short period of time to complete work on a competency. The request must be made one week in advance.

Miscellaneous Information

Seminars A comprehensive seminar schedule is developed each week. Students have the option to attend seminars to achieve specific competencies. Seminars are led by education professors, public school personnel, other college personnel, and education students.

Mail Box Each student enrolled in an education block is assigned a mail box in the education laboratory. This mailing system is used to distribute summer schedules, messages, and other materials. Students should pick up their mail regularly.

Grading System Grades for education blocks are on the S, U, or PH pattern. To receive credit for a Block, a student and his advisor jointly develop a contract. This contract leads to 4 credits and either an S or a PH. Incomplete contracts

become either an X (work in progress) or a U (unsatisfactory).

Ancillary Course Although not required for graduation, the course HE 325 Alcohol, Narcotics, and Tobacco (3 credits) is required for certification in Minnesota.

Assistantships One of the best ways to learn a task is to teach it to someone else. ED 490 is available for students who want to assist an Education professor in teaching a class or who want to work in the Education or Media Laboratory. Students are encouraged to elect some hours as Assistants during their junior or senior year.

Summary

In summary the steps in preparation for secondary teaching are as follows:

(1) Enroll in Block I-orienting block.

(2) Assigned an education advisor

(3) Develop teaching competencies (using Block 2, possibly Block 3, and possibly ED 485S

(4) Assigned a prescriptive block for extended work in the school

(5) Assigned for student teaching

(6) Choose or be assigned an additional block

(7) Graduation and certification

The chart on the next page may be helpful for tracing a student's progress through the teacher education program.

FLOW CHART OF SOUTHWEST SECONDARY EDUCATION PROGRAM

Complete
2 years LIBERAL ARTS

Application for
Teacher Education

REJECTED APPROVED

Assigned to
Advisory Group

Develop
Teaching
Competencies

Develop
Teaching
Concentration
(48 credit hrs.)

SEMINARS ADVISORY GROUP LARGE GROUP COMPACS FIELD EXPERIENCES

Prescriptive Block Application for
Student Teaching

Major Two or More
Concentrations

Inter-
disciplinary

REJECTED APPROVED

Student Teaching

Develop Needed
Competencies

Provisional
Certification

GRADUATION